2011 Quadrennial School Review

BRISBANE STATE HIGH SCHOOL

Each State School is required to conduct a QSR every four years

Purpose:
- To review the school's strategic performance.
- To produce the School's Strategic Plan for 2012-2015.
- To bring the school community together in this common purpose.

Method:
- Teaching & Learning Audit
- Review of school performance by QUT
- ASAA Accreditation process to conduct a thorough review of the school against pre-determined standards. The areas to be examined in this process are:
  - Data
  - Identity
  - Organisational Management: Governance
  - Organisational Management: Leadership
  - Organisational Management: Management
  - Teaching and Learning Environment – Curriculum
  - Teaching and Learning Environment - Effective Teaching
  - Teaching and Learning Environment – Learning Outcomes

Data:
- School Performance Profile
- Teaching and Learning Audit
- QUT Report
- Financial Audit
- School Data Sets
- Systemic and Regional Targets
- EATSIPS Action Plan
- Operational Plan Review
- Principal's Development Plan
- School Improvement Agenda
- Student Surveys TTFM
- Staff Opinion Surveys
- Staff Feedback Session
- Student Forum Session/s

Quadrennial School Review Process:

1. Steering committee formed – Executive Team

2. Form review teams – staff only in 2011 (formed by staff responding to online survey, chair selected by Executive Team), groups to add parents and students in the extended 2012 process.

3. Review teams attend a briefing session. Sessions offered Monday 24 October 3.30-4pm, Friday 28 October 8.30-9am or Monday 31 October 3.30-4pm.

4. Review teams meet for one half day session during November. During this session they collaboratively review pertinent data, provide preliminary ratings on ASAA indicators and list a summary of evidence, commendations and recommendations.

5. Collaboratively review data - eg. Teaching & Learning Audit with Executive and HODs, Staff Surveys in faculties and Executive, School Performance Profile with Executive.

6. Obtain review from QUT.

7. Collate these information sources to form draft Review and Strategic Plan.

8. Seek feedback on documents and finalise.

Post QSR review:

9. Publish documents for school community access

10. Finalise ASAA accreditation process

11. Amend Strategic Plan with this data

12. Develop & document Action Plans

13. Assign key personnel

14. Implement key strategies

15. Set data checking mechanisms

16. Review & re-conceptualise

Data Analysis Tool

Source	Data	Findings & Analysis/Major Recommendations

1. School Profiles	A. Engagement (incl. Indigenous)
	   i. Attendance
	   ii. Enrolments
	   iii. Apparent retention
	   iv. Year on year progressions
	   v. SDAs
	   vi. Next Step / Early leavers
	
	B. Achievement
	   i. NAPLAN (incl. MySchool)
	   ii. OPs
	   iii. Year 12 Outcomes
	   iv. QCATs
	   v. A-E Grading (incl. Indigenous.)
	
	C. Confidence
	   i. SOS
	   ii. Staff Workforce data
	   iii. ICT index
	   iv. Financial information
		A. Engagement
		• Attendance is solid and averages 92%. It can be improved by reducing selective and partial absences and reducing lateness.
		• Enrolments show the highest demand of any local area in Brisbane and excess demand from outside the catchment. An examination of the niche enrolment criteria is needed to ensure "all rounder" students are considered.
		• Retention and progression are strong with attention needed on personal monitoring to ensure all students succeed.
		• Disciplinary absences are low. Clear expectations and consistent, active follow up are needed to ensure standards are high.
		• Destination data shows 80% University entrance, 12% to VET training and the remainder to work. The school needs to maintain the range and balance of programs while ensuring all students gain quality qualifications.
		B. Achievement
		• NAPLAN results are very high in all areas. Comparison to students in other states and with existing students' previous data show we have the capacity to improve attainment.
		• OPs are strong and improving. Personalised attention and high levels of data expertise have the potential to help students improve on these results. Local students are increasingly represented in top results. Some academic entry students are achieving below expectation.
		• Year 12 outcomes are strong. QTAC offers need to be 100%, all students need a quality qualification and QCE rates need to improve.
		• A-E results are strong. Ongoing monitoring needs to raise emerging concerns. eg. Is it possible to lift the percentage of VHAs in English and reduce the number of D/E in Mathematics? QCAT results are strong.
		C. Confidence
		• School Opinion results are too low for staff. These must be monitored and improved by a combination of improvements and renewal.
		• School Opinion results for parents and students are high but show the need for further openness and communication about student progress and more involvement of both groups in the school. Results hint at the need for greater service mentality.
		• Staff workforce data is good. Absence rates need to be maximised.
		• ICT index shows that the school has some catching up to do with ICTs. The 1-1 program with the fast roll-out schedule will transform access to devices and network infrastructure but this needs to be matched by insightful professional learning.
		• Finances are strong and faculties are well supported. The school needs capacity to complete the capital work projects. Funding of ICTs is a major concern. The ongoing cost of GPE/QGSSA sport is a concern. Further efficiencies of operation between the school and the P&C can benefit all.

2. Teaching & Learning Audits	A. Explicit Improvement Agenda B. Analysis & discussion of data C. A culture that promotes learning D. Targeted use of school resources E. An expert teaching team F. Systematic Curriculum delivery G. Differentiated classroom learning H. Effective teaching practices	1. Personalise learning in each classroom using rigorous data analysis and diagnosis of student learning needs to ensure each student has specific learning goals and is on track to attain these goals. 2. Build expertise around the Developing Performance model, as it is implemented school-wide, to ensure that all teachers are learning from each other (including classroom visits with specific feedback), from research, and from targeted professional learning. 3. Decide on a researched, thinking focussed pedagogical framework and develop an ongoing three-level program of professional learning to support its introduction and implementation.
3. QUT Report	A. Current School Performance B. Current Middle Management Structures C. Tracking Students D. Use of Educational Data E. Preparation for High Stakes Testing	1. Investigate improving performance of middle range students. 2. Clarify whether pastoral care is vertical or horizontal and develop clear role descriptions for staff. 3. Clarity around curriculum middle managers including assistants in large faculties and a data role for Senior Schooling. 4. Develop effective processes to track students from year 8. 5. Professional development in use of educational data. 6. Target QCS/NAPLAN preparation programs in response to practice test data.
4. Australasian Schools' Accreditation Process	A. Identity B. Organisational Management: Governance C. Organisational Management: Leadership D. Organisational Management: Management E. Teaching and Learning Environment – Curriculum F. Teaching and Learning Environment - Effective Teaching G. Teaching and Learning Environment – Learning Outcomes	1. Clarify and update school statement, keeping traditional but adding a more contemporary statement, consulting broadly. 2. Use learning styles across the whole school. 3. Establish systems of goal setting and tracking for students. 4. Refine assessment processes. 5. Provide access to data for staff and train staff in use. 6. Provide better communication home regarding student progress 7. Link all curriculum to graduation requirements. 8. Increase understanding of student entry methods and the impact of this. 9. Document the processes of teaching. 10. Commit to a pedagogical framework and develop an implementation strategy 11. Expand peer mentoring and observation in everyday teacher practice. 12. Professional development in ICT integration. 13. Action the Developing Performance Plan. Develop a strong feedback culture 14. Develop an Assessment Framework to align with pedagogy. 15. Link school targets to classroom practice. 16. Expand staff induction processes. 17. Address everyday concerns like lateness. 18. Establish a cycle of policy review. 19. Update student leadership roles and processes. 20. Develop a process for proactive involvement of staff and students in finding solutions to issues. 21. Promote State High Spirit. 22. Formalise processes of academic review. 23. Change the culture to "performing/working" not "changing/opting out". 24. Strengthen processes for SET planning and subject selection. 25. Consolidate the marketing plan.

5. Student Surveys – Tell Them From Me	A. Social-Emotional Outcomes B. Physical Health Outcomes C. Academic Outcomes D. Drivers of Student Outcomes E. Demographic Factors F. The Best Thing	1. Student participation in sport drops by 40% in years 11/12. 2. Most students report positive sense of belonging and positive relationships. 3. Hours spent on computers averages 1.5/day and increases from years 8-12. This is double the time for TV and reading for fun. 4. Students' belief that education would benefit them dropped from years 8-12. A drop in motivation is reported for the same period. 5. 69% students had positive homework behaviours, averaging 1.2 hours/day. This did not markedly change from years 8-12. 6. 61% students reported high skills and high value in English, Mathematics and Science classes. 21% reported high skills but little challenge. 7. 22% of student reported moderate to high levels of anxiety. 8. Students reported they did 0.9 hours of moderate and 0.8 hours of intense physical activity. 9. Students rated effective classroom learning time as 6.3/10. 10. Students reported some bullying but it was well below the benchmark data. At the same time they reported higher than benchmark level s advocacy. They also rated safety at school highly. 11. Students rated teacher-student relations as good and the disciplinary climate as clear. 12. 86% students aspired to finish high school. 75% aspired to university study. 13. 29% of students speak other languages at home. 33% of students were born outside of Australia. 3% were indigenous. 14. The Best thing identified about the school was Academic Standards. The next best items were Friends and Quality of Sporting Competition.
6. Staff Surveys	A. Physical Work Environment B. Relationships C. School Operations D. Staff Morale E. Support, Resources & Training F. Work Roles G. Work Value and Recognition	1. Staff Opinion results have generally been similar to State results with some areas below State. In 2010, the results dropped to below state in 6 of 8 areas but these all improved during 2011. 2. The results for facilities and safety are very strong. The results indicate vast improvements over recent years. 3. Relationship questions are equally strong indicated a general feeling of respect among staff and students. 4. School Operations were strong but with a number of staff being concerned about most questions. Two areas of possible improvement is "having a say in decisions about my work in this school" and "I know what is going on in this school". 5. Staff morale questions were generally pretty strong. The lower area was about "team spirit among staff" and probably reflected the limited opportunities for the whole staff to meet. 6. Work roles questions were the weakest responses in the survey. The responses around feedback were the lowest. 7. Work value questions were strong generally. Areas for possible improvement are "my work makes reasonable demands of me" and "my contribution is valued".

7. Student and Parent Surveys	A. Curriculum B. General Satisfaction C. Learning Climate D. Pedagogy E. Resources F. School Climate G. School-Community Relationships	1. Students are clearly satisfied, in general terms with the quality of the school and the education provided. Areas for improvement lie in pedagogy (mainly in communication about progress and ICT usage) and school-community relations (mainly in opportunities to participate in decision making). 2. Parents are clearly satisfied, in general terms, with the quality of the school and the education being provided. Areas for improvement lie in the area of pedagogy (mainly on communication about progress and what is taught and how) and school-community relations (mainly on approachability and participation)
8. Staff Feedback Session	1. Performance 2. Teaching 3. Culture	1. Expect high but realistic standards from all students using goals and consistent practice. 2. Use data meaningfully to help all students improve and achieve 3. Align assessment with learning 4. Whole school pedagogy with accountability 5. Enhance feedback processes 6. Planning time for groups of teachers 7. Professional learning to support key teacher-identified issues 8. Build spirit and identity 9. Improve uniform and litter. 10. Build positive attitudes to learning (B is not a bad mark) and students (all can achieve and improve)
9. Student Forum Session	1. Best thing about State High 2. One thing you would change	1. The best things identified about the school were the range of subjects and activities; the way students are treated; teaching staff; supportive and challenging environment; academic standards and diversity of students. 2. Encourage school spirit 3. Introduce library book suggestion scheme 4. More personal feedback and support 5. C Block toilets, more sitting areas, more shade 6. SEL is not meaningful 7. Ease transition from year 10 to 11.

Major Findings:

Focal Area	Commendations	Recommendations
Student Achievement	1. All student results – NAPLAN, school based assessment, Year 12 data, indigenous and attendance – are high, and in some cases improving over time.	**Achievement** 1. Raise NAPLAN results to the level of the best schools in Australia by improving each individual's achievement, diagnosing student performance issues, explicit teaching of required skills, developing teacher expertise in each field, especially in active comprehension activities. 2. Develop exemplars for each assessment task. 3. Develop expertise in data use for year 12 measures and apply this learning to raise QCS subject means and achievement of qualifications. 4. Embed systems of data monitoring to raise emerging concerns and develop a sophisticated culture of data use
School Community Partnerships	1. The school has a strong reputation and culture of high achievement academically and in sport. The music and art programs are recognised as high quality. There is a high expectation of success with students pushing each other to work and achieve well. Staff are committed to improved student performance. 2. Enrolments show the highest demand of any local area in Brisbane and excess demand from outside the catchment. 3. Parent and Student satisfaction levels are high. Both groups are clearly satisfied, in general terms, with the quality of the school and the education being provided. 4. The Aspiring Minds program has engaged year 6 and 7 students early into high school life. 5. Positive leadership is driving an improvement agenda 6. The completion of two major facilities upgrade projects has substantially improved the look and function of the school. 7. Finances are strong and faculties are well supported.	**Enrolments** 1. Examine the niche enrolment criteria to ensure selected students are performing as expected, that enrolment balance is achieved and that "all-rounder" students are considered for enrolment. 2. Increase school community understanding of student entry methods and the impact this has. 3. Develop a coherent marketing strategy 4. Raise the quality of public events. 5. Develop a plan for the transition of year 7 students to high school. **Identity** 6. Complete the Australasian School Accreditation process. 7. With broad consultation, clarify and update the school's statement, keeping the traditional focus while adding more contemporary and future-focussed content. **Service Culture** 8. Develop improved processes and culture around open and timely communication between teachers and parents, especially on student progress and classroom practice. 9. Develop a culture of service that has hallmarks of friendliness and professionalism, while actively encouraging greater participation of parents. **Participation** 10. Develop a process for proactive involvement of parents, staff and students in finding solutions to issues and having a meaningful say in school decision-making. **Partnerships** 11. Strategically develop partnerships with universities, businesses and community groups that will enrich the school's curriculum. 12. Develop relationships with local groups and organisations. 13. Develop strong relationships with local and strategically important primary schools.

	8. There is relatively good consistency of practice given the size of the school. 9. Links with universities and professionals are well established in some areas, providing enrichment of curriculum for students. 10. The P&C is heavily involved in and committed to the school. A network of sub-committees support the extra-curricula program of the school.	**Facilities** 11. Develop a master plan for the South Brisbane campuses. 12. Determine future use of Fursden Road and explore partnerships that will sustain the appropriate development of this site. 13. Develop capacity to fund future capital works programs. 14. Invest in identified areas of need – toilets, shade, seating, green space. 15. Develop means to ensure ongoing support is available for the ICT program. **Operations** 16. Address the systems to monitor and improve: Lateness, Uniform, Litter 17. Establish a cycle of policy review.
School Curriculum	1. Students identify the best thing in the school as academic standards. This is complemented by the strength of the range of subjects and activities and a supportive but challenging environment. 2. The introduction of Aspire is recognised as a deliberate effort to cater for high achieving students. 3. The school caters for a wide range of students. 4. Retention & progression are strong. Disciplinary absences are low. 5. Student results are very high on the NAPLAN tests, year 12 outcomes and regular reporting. 6. The school provides a number of alternative pathways and diverse senior schooling options. 7. There is a commitment to the use of educational data and NAPLAN and QCS preparation courses. Initiatives to improve SET planning and OP tracking are noted as significant enhancements. 8. There is considerable expertise and commitment to the school's curriculum planning. Senior programs often used as exemplars. HODS have been active in driving curriculum change and quality assurance.	**Personal Monitoring & Pathways** 1. Expect every student to perform and improve across the full range of students. Pay attention to the middle range, ESL indigenous students to supplement good work done with other groups. 2. Personalise learning in each classroom using rigorous data analysis, an understanding of student learning styles and diagnosis of student learning needs to ensure each student maximises their learning. 3. Establish whole school systems of student tracking and academic review to support this classroom work. 4. Embed a process for students to set and monitor learning and performance goals from years 8-12 and link to SET planning and school targets. 5. Develop a culture where students persist in the face of challenge and are resilient. 6. Develop sophisticated teacher skills in data use and differentiation. 7. Add extension programs to bolster opportunities for students and thus the range of strengths of the School. **Australian Curriculum** 8. Establish a planned and sequenced school curriculum plan including literacy and numeracy plans. **One to One Notebook Program** 9. Continue roll-out of 1-1 devices. 10. Consider the next step in ICT integration eg. virtualisation, mobile devices 11. Develop teacher expertise in using notebooks as part of everyday classroom practice that improves student learning. **Curriculum Management** 12. Review the work of curriculum middle managers to strongly align their supervision with the core foci of the school. 13. Develop consistent practice in the school on timely, effective student feedback; front ended assessment; A-level exemplars; common task sheets and curriculum plans. 14. Develop an Assessment Framework to align planning, learning, assessment and reporting.

Teaching Practice	1. Students rated teacher-student relations as good and the disciplinary climate as clear. 2. Most students report positive sense of belonging and positive relationships. 3. Many teachers have high levels of expertise in the subjects that they teach. There is evidence of quality teaching across the school. 4. There is evidence that an increasing number of teachers are committed to de-privatising the classrooms of the school. Teachers are open to constructive feedback. 5. The use of whole school data as the basis improving learning and teaching is developing.	**Pedagogy Framework** 1. Embed the Dimensions of Learning as the school's pedagogical framework by: • An ongoing 3-level program of professional learning • Writing the school's learning policy • Documenting the processes of teaching • Working with teachers in classrooms to ensure the framework is being implemented and developed over time. • Working with students and parents to ensure broad understanding of the school's approach to learning **Collaborative Practices** 2. Build a strong collegial culture where teachers have an overt and shared commitment to the improvement of teaching and openness to critique by others. 3. Link school targets to classroom practice. 4. Expand peer mentoring and observation in everyday teacher practice. 5. Develop skills of staff in providing feedback to each other. 6. Encourage collaborative planning for groups of teachers **Data Use** 7. Use data meaningfully to help all students improve and achieve **Attitudes** 8. Build real commitment to our values - that everyone can learn/improve and that we are striving for personal excellence.
Leadership and School Capability	1. The focus of the school is clearly on the quality of classrooms. 2. The initial work on providing systematic feedback to teachers and establishing a quality Developing Performance Framework model is solid. 3. Staff workforce data is good. Staff morale is high and improving.	**Leadership** 1. Provide strong instructional leadership at all levels in the school. 2. Establish shadow positions for all classified positions and engage these staff in a targeted leadership program. 3. Develop skills of those already in leadership positions using developmental feedback processes. **Developing Performance Plans** 4. Implement the DPP with all staff. 5. Build expertise around the Developing Performance model to ensure that all teachers are learning from each other (including classroom visits with specific feedback), from research, and from targeted professional learning. 6. Develop a strong feedback culture. **Professional Learning** 7. Develop a professional learning strategy that includes focus three areas: whole school/system priorities; faculty priorities and teacher-identified priorities. 8. Support whole school needs through professional learning on: curriculum literacies, ICT integration, data use, differentiation, goal setting, pedagogy framework, feedback and leadership. 9. Expand and document the staff induction processes. **Staff Participation** 10. Provide structured opportunities to build whole school team spirit. 11. Ensure staff have clear roles and quality feedback about performance and work value.

		12. Establish mechanisms for staff to have continual, systematic say in school development.
		13. Improve staff communication about school operations.
		Workforce Data
		14. Maximise attendance.
		15. Monitor staff morale and well-being.
		16. Develop and implement a workforce plan.
5. Local School Priorities		**Pastoral Care**
		1. Make sense of the horizontal and vertical structures in the school and align staff and time allocations to ensure that these achieve the pastoral, cultural and academic goals as intended.
		2. Revise the SEL program so it has wide support and value.
		3. Monitor emerging student issues and use this information to inform SEL planning.
		Student Leadership
		4. Update student leadership roles and processes.
		5. Provide training for student in core responsibilities eg. public speaking
		6. Add formal leadership opportunities for students in years 8-11, starting with junior school.
		Spirit
		7. Build spirit and identity through the implementation of the "Spirit of State High" program and a system of house activities.
		Extra-curricula Program
		8. Review the arrangements for managing GPS/QGSSA sport.
		9. Build levels of participation for participants and spectators/audience . Encourage participation in multiple activities.
		10. Explore additions to the program to enhance opportunities for students. Eg. Show Choir.